



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Portland High School

SAU: Portland Public Schools

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2010-2011 NCLB Report Card



School: Portland High School
SAU: Portland Public Schools
Grade: High School



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	201	157	78	50	49	49	10	39	18	32	152	5
	2009-2010	214	200	93	39	45	47	11	29	29	33	195	5
Female	2008-2009	96	69	72	48	49	53	9	39	22	30		
	2009-2010	105	100	95	37	46	49	9	28	25	38		
Male	2008-2009	105	88	84	51	48	46	11	40	15	34		
	2009-2010	109	100	92	41	45	46	12	29	32	27		
Caucasian/White	2008-2009	123	99	80	71	62	50	16	55	16	13		
	2009-2010	130	121	93	54	55	48	16	38	31	15		
African American/Black	2008-2009	42	34	81	9	13	26	0	9	15	76		
	2009-2010	50	49	98	10	14	28	2	8	18	71		
Hispanic	2008-2009	11	9	82	22	16	38	0	22	22	56		
	2009-2010	7	5	71		29	42						
Asian or Pacific Islander	2008-2009	23	14	61	21	23	46	0	21	36	43		
	2009-2010	24	22	92	23	24	41	0	23	27	50		
American Indian or Native Alaskan	2008-2009	2	1	50			32						
	2009-2010	3	3	100			27						
Economically Disadvantaged	2008-2009	87	55	63	20	23	34	0	20	20	60		
	2009-2010	109	101	93	17	23	31	4	13	28	55		
Migrant	2008-2009	0	0										
	2009-2010	0	0										
Students with Disabilities	2008-2009	37	24	65	42	30	16	8	33	13	46		
	2009-2010	28	25	89	8	21	16	0	8	40	52		
Limited English Proficient	2008-2009	56	43	77	14	9	16	0	14	12	74		
	2009-2010	49	44	90	2	8	13	0	2	16	82		

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

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SAU: Portland Public Schools
Grade: High School



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	201	171	85	36	37	42	5	30	25	40	166	5
	2009-2010	214	199	93	30	33	45	3	27	37	33	194	5
Female	2008-2009	96	79	82	30	35	41	3	28	28	42		
	2009-2010	105	100	95	25	31	43	1	24	38	37		
Male	2008-2009	105	92	88	40	38	43	8	33	22	38		
	2009-2010	109	99	91	34	35	47	5	29	36	29		
Caucasian/White	2008-2009	123	108	88	51	46	43	7	44	28	21		
	2009-2010	130	120	92	41	41	46	5	36	40	19		
African American/Black	2008-2009	42	36	86	3	4	16	0	3	22	75		
	2009-2010	50	49	98	6	8	22	0	6	31	63		
Hispanic	2008-2009	11	10	91	10	14	29	0	10	0	90		
	2009-2010	7	5	71		14	40						
Asian or Pacific Islander	2008-2009	23	16	70	25	25	52	6	19	25	50		
	2009-2010	24	22	92	23	20	51	0	23	41	36		
American Indian or Native Alaskan	2008-2009	2	1	50			21						
	2009-2010	3	3	100			28						
Economically Disadvantaged	2008-2009	87	65	75	11	16	26	2	9	22	68		
	2009-2010	109	101	93	12	16	28	1	11	37	51		
Migrant	2008-2009	0	0				20						
	2009-2010	0	0										
Students with Disabilities	2008-2009	37	27	73	22	21	12	4	19	30	48		
	2009-2010	28	24	86	17	12	14	0	17	25	58		
Limited English Proficient	2008-2009	56	45	80	9	7	19	0	9	16	76		
	2009-2010	49	44	90	2	6	16	0	2	30	68		

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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School:	Portland High School
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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 71%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 54%			Graduation Rate Target: 80%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	93	94	96	44	48	48	93	94	96	33	36	43	76	80	80
Caucasian/White	93	95	96	62	59	49	92	95	96	46	44	44			
African American/Black	98	91	94	10	14	27	98	91	94	5	6	19			
Hispanic	*	*	95	*	22	40	*	*	95	*	15	34			
Asian or Pacific Islander	*	96	97	23	25	44	*	96	97	24	24	51			
American Indian or Native Alaskan	*	*	94	*	*	28	*	*	91	*	*	23			
Economically Disadvantaged	93	94	94	18	23	32	93	93	94	12	16	27			
Students with Disabilities	*	90	92	22	25	16	*	88	91	19	17	13			
Limited English Proficient	90	90	93	7	9	14	90	90	91	6	6	17			

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	17	10	38	7	8	2

	Part II: Emergency/Conditional Certification
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	2

	Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	2.33

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>